

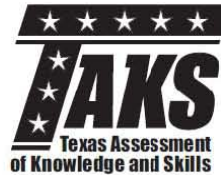
RRISD ELA Job Alikes Day State Assessment Update



August 18, 2010

Resource Tool (state released in May)

<http://ritter.tea.state.tx.us/student.assessment/taks/ela-rdg-wtg/TEKSComparisonELA-R.pdf>



**Comparison of
Previous ELA/R TEKS to
Current ELA/R TEKS
Grades 3–9 Reading
Grade 10 and Exit Level ELA
Grades 4 and 7 Writing**



State of Texas Assessments
of Academic Readiness

- ① **STAAR = State of Texas Assessments of Academic Readiness**
- ① Operational in 2011 – 2012 school year
- ① Test design “schematics” for Reading 3 – 8 and Writing 4 & 7 are awaiting final approval
- ① Test design schematic ≠ Test Blueprint
- ① Blueprint will be finalized by Summer 2010
- ① Information Booklets – Online August 1, 2010



STAAR – READING 3 – 8

ASSESSMENT DESIGN

- ◎ Linked to College and Career Readiness Standards by using “back mapping” from 12th – 3rd
- ◎ Will emphasize “core” knowledge and skills defined as those TEKS considered critical for success in the current grade or course and important for preparedness in the grade/course that follows



STAAR - READING 3 - 8

CORE ROTATIONAL ASSESSMENT DESIGN

- ◎ “New assessment will focus on these core knowledge and skills standards each year . . . with other knowledge and skills standards rotating in and out across years and administrations.”

Victoria Young, Director

Student Assessment Division

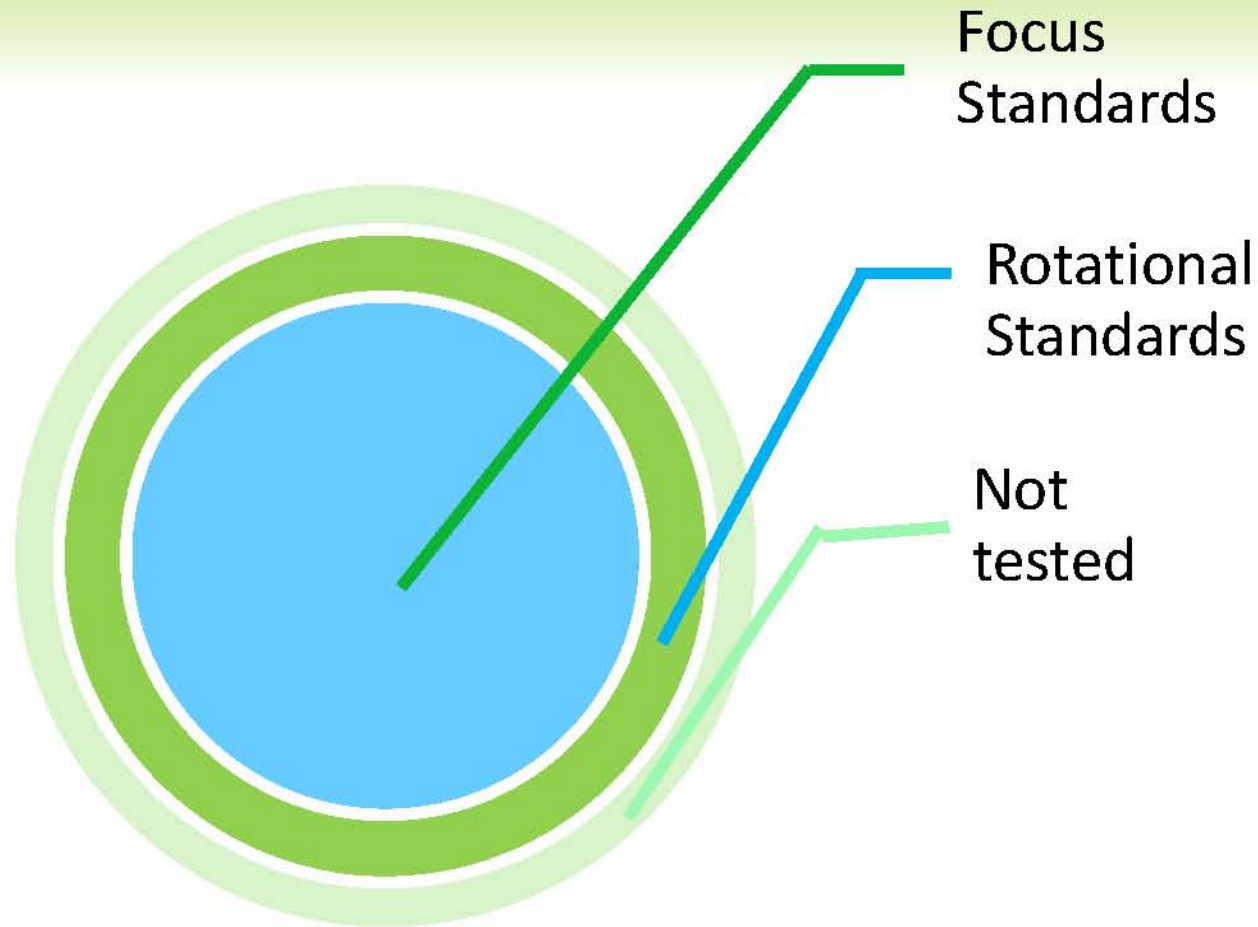
Texas Education Agency

April 12, 2010



STAAR - READING 3 - 8

CORE ROTATIONAL ASSESSMENT DESIGN





READING TEKS





STAAR – READING 3 – 8 AND EOCs

GENRES ASSESSED

- ⦿ Literary Genre
 - ⦿ Fiction
 - ⦿ Literary nonfiction
 - ⦿ Poetry
 - ⦿ Drama (drama beginning at Grade 4)
 - ⦿ Media literacy embedded



STAAR – READING 3 – 8 AND EOCs

GENRES ASSESSED

- ① Informational Strand
 - ① Expository
 - ① Persuasive (persuasive beginning at Grade 5)
 - ① Procedural elements embedded
 - ① Media literacy embedded



STAAR - READING 3 - 8 AND EOCs

GENRES ASSESSED

- ⊙ Paired pieces
 - ⊙ Begin at Grade 4
 - ⊙ Can include any combination of genres (that are eligible for that grade level)
 - ⊙ Can be different lengths – test based on overall word count
 - ⊙ Contain strong thematic link
 - ⊙ Different number of questions attached to different length pieces



STAAR - WRITING 4/7

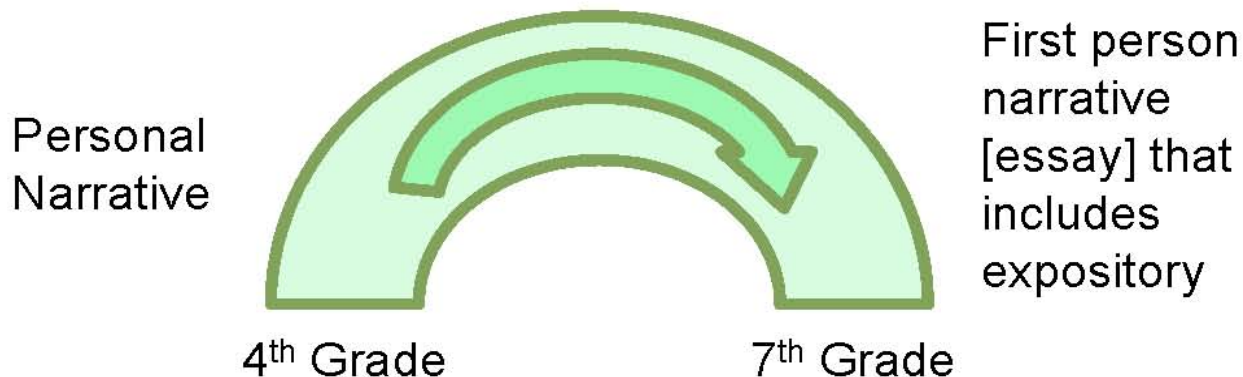
ASSESSMENT DESIGN

- ① Students will write two one-page essays addressing different types of writing (literary & expository)
 - ② **Day One** – revision + editing + one type prompt
 - ② **Day Two** – revision + editing + different type prompt
 - ② Revision & editing assessed separately
 - ② Revision reads as a “conferencing situation”
- ① Types include:
 - ② Personal narrative, first person narrative [essay,] literary, expository, persuasive, and analytic



STAAR - WRITING ASSESSMENT DESIGN

- ◎ First person narrative [essay] in Grade 7
 - ◎ Write about an important experience and explain why the experience was important or the consequences of your experience.
 - ◎ Reflection and philosophical
 - ◎ Telling a story and extending the story





ENGLISH I, II, AND III TEST DESIGN

- ② Two –day administration: Writing on Day 1, Reading on Day 2
- ② Embedded field-test items
- ② CCR measure for English III
- ② Taking away “gatekeeper” No more get a 1 and fail
- ② Scores reported for reading, writing, and composite separately because AYP only requires reading scores and many kids fail because of writing

“The busy bee has no time for sorrow.”

- William Blake, Poet and Painter, 1757-1827



How can we “bee” prepared?